

Syllabus

1	Course title	Sociolinguistics
2	Course number	2201421
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	
5	Program title	Bachelor's Degree in English Literature
6	Program code	
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	Third Year & Fourth Year students
11	Year of study and semester (s)	2021/2022, Second Semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	English
15	Teaching methodology	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online
16	Electronic platform(s)	<input checked="" type="checkbox"/> e-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	February 2022

18 Course Coordinator:

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19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

This course focuses on regional and social variation of language. It also deals with the standard language theory and other topics such as bilingualism, diglossia, languages in contact, language maintenance and language shift and finally language ethnicity, ethnography of communication and language change. This course adopts a blended-learning (flipped classroom) approach, which is more student-centered compared to traditional teaching methods. It provides students with the opportunity to find, examine and critically analyze online material on their own, then attend online class to discuss the material. Students will be required to engage in online discussions and complete assignments online; thus, this course is characterized by interactive learning. The teacher performs the role of facilitator, who supervises students' activities online and discusses any points that may arise either online or inside the classroom.

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various

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- genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
 6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
 7. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
 8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
 9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
 10. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Identify the effects of social context on language variation.	X					X												X		X
2	Identify the individual variables that influence choice of language variation.	X					X								X	X					X
3	Perform sociolinguistic research through various methods including observation.	X						X					X			X		X	X		
4	Describe familiar sociolinguistic issues around the world.	X				X	X				X			X	X		X		X		X
5	Reflect on the reasons why speakers tend to use one language variety for communication in certain situations and not in another	X								X				X	X		X		X		X

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- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Introduction to the course, concepts, scope and methods	1-5	Online/Microsoft Teams	In-class tasks	Main textbook
	1.2	What do Sociolinguists study?	1	Online/Microsoft Teams	In-class tasks	Main textbook
	1.3	What do Sociolinguists study?	1	Blended (flipped classroom)/ E-Learning Platform	Watch a video on linguistic repertoire + assignment	Main textbook
2	2.1	Language choice in Multilingual communities	4-5	Online/Microsoft Teams	In-class tasks	Main textbook
	2.2	Language choice in Multilingual	4-5	Online/Microsoft	In-class tasks	Main textbook

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		communities		Teams		
	2.3	Domains of language use, code choice	2-4-5	Blended (flipped classroom)/ E-Learning Platform	Read a handout about Other social factors affecting code choice + Assignment	Main textbook
3	3.1	Diglossia	4-5	Online/Microsoft Teams	In-class tasks	Main textbook
	3.2	Diglossia	4-5	Online/Microsoft Teams	In-class tasks	Main textbook
	3.3	Diglossia	1-5	Blended (flipped classroom)/ E-Learning Platform	Watch a 10 min video on Digloassia + assignment	Main textbook
4	4.1	Language maintenance and shift	1-5	Online/Microsoft Teams	In-class tasks	Main textbook
	4.2	Language maintenance and shift	1-5	Online/Microsoft Teams	In-class tasks	Main textbook
	4.3	Language revival	1-5	Blended (flipped classroom)/ E-Learning Platform	Read a handout on language revival + assignment	Main textbook
5	5.1	Standard languages	1-2-5	Online/Microsoft Teams	In-class tasks	Main textbook
	5.2	Vernacular languages	1-2-4	Online/Microsoft Teams	In-class tasks	Main textbook
	5.3	Lingua francas	4-5	Blended (flipped classroom)/ E-Learning Platform	Watch a video on lingua francas + quiz	Main textbook

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6	6.1	Pidgins and creoles	1-2	Online/Microsoft Teams	In-class tasks	Main textbook
	6.2	Pidgins and creoles	1-2	Online/Microsoft Teams	In-class tasks	Main textbook
	6.3	Pidgins and creoles	1-2	Blended (flipped classroom)/ E-Learning Platform	Watch a video on pidgins+ assignment	Main textbook
7	7.1	Regional and social dialects	3	Online/Microsoft Teams	In-class tasks	Main textbook
	7.2	Regional and social dialects	3	Online/Microsoft Teams	In-class tasks	Main textbook
	7.3	Regional and social dialects	3	Blended (flipped classroom)/ E-Learning Platform	Watch a video on social variation+ interview	Main textbook
8	8.1	Revision worksheet	1-5	Online/Microsoft Teams	In-class tasks	Main textbook
	8.2	Midterm Exam				
	8.3	Answering the exam questions		Online/Microsoft Teams	In-class tasks	Main textbook
9	9.1	Gender and age	1-4	Online/Microsoft Teams	In-class tasks	Main textbook
	9.2	Gender and age	1-4	Online/Microsoft Teams	In-class tasks	Main textbook

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	9.3	Ethnicity and social networks	4	Blended (flipped classroom)/ E-Learning Platform	Watch video 15 mints on African American vernacular English +presentation	Main textbook
10	10.1	Communities of practice and the construction of social identity	1-3-5	Online/Microsoft Teams	In-class tasks	Main textbook
	10.2	Language variation and change	1-3-5	Online/Microsoft Teams	In-class tasks	Main textbook
	10.3	Language variation and change	1-3-5	Blended (flipped classroom)/ E-Learning Platform	Read a paper on how do we study language change+ Assignment	Main textbook
11	11.1	How do we study language change	2-5	Online/Microsoft Teams	In-class tasks	Main textbook
	11.2	Style, context and register	2-4-5	Online/Microsoft Teams	In-class tasks	Main textbook
	11.3	Accommodation theory	1-2	Blended (flipped classroom)/ E-Learning Platform	Read about convergence and divergence + case study	Main textbook
12	12.1	Style, context and register	1-4	Online/Microsoft Teams	In-class tasks	Main textbook
	12.2	Speech functions: politeness and cross-cultural communication	4	Online/Microsoft Teams	In-class tasks	Main textbook
	12.3	Speech act theory 1	4	Blended (flipped	Watch a video on	Main textbook

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				classroom)/ E-Learning Platform	speech act theory + assignment	
13	13.1	Speech act theory 2	11-2	Online/Mic rosoft Teams	In-class tasks	Main textbook
	13.2	Politeness	1-2	Online/Mic rosoft Teams	In-class tasks	Main textbook
	13.3	Politeness in different cultures	1-2	Blended (flipped classroom)/ E-Learning Platform	Read a handout on politeness + quiz	Main textbook
14	14.1	Language, cognition and culture	1-2	Online/Mic rosoft Teams	In-class tasks	Main textbook
	14.2	Language and perception	1-2	Online/Mic rosoft Teams	In-class tasks	Main textbook
	14.3	Whorf	4-5	Blended (flipped classroom)/ E-Learning Platform	Watch a video on Sapir- Whorf+ assignment	Main textbook
15	15.1	Revision	1-5	Online/Mic rosoft Teams	Discussion	Main textbook
	15.2	Revision	1-5	Online/Mic rosoft Teams	Discussion	Main textbook
	15.3	Revision	1-5	Online/Mic rosoft Teams	Discussion	Main textbook

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

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Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments	10	Multilingual speech communities,	1-5	1-15	Microsoft Team+ E-Learning
presentation	10	language variation (focus on uses)	1-4-5	9	
interviews+ term paper	10	language variation (focus on users),	3	14	
Midterm Exam	30	Multilingual speech communities	1-5	8	On campus
Final Exam	40	Multilingual speech communities, language variation (focus on users), language variation (focus on uses)	1-5	15	On campus

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:

As per the University Regulations.

B- Absences from exams and submitting assignments on time:

As per the University Regulations.

C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

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E- Grading policy:

As explained above in 23.

F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

Wardhaugh, R., & Fuller, J. M. (2021). *An introduction to sociolinguistics*. John Wiley & Sons.

B- Recommended books, materials and media:

Holmes, J. (2013). *An introduction to sociolinguistics*. London: Routledge.

27 Additional information:

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28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem.	

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		identified.		Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Assignment Score _____

Rubric for Term-paper

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Topic	Weight	Beginning	Developing	Accomplished	Exemplary	Score
Organization (Overall order, flow, transitions, and report sections)	40%	Details and examples are not organized, are hard to follow and understand. The paper is not divided into sections.	Information is scattered and needs further development. The paper is divided into sections but needs improvement.	Information is logically ordered with paragraphs and transitions. The paper is divided into clear sections.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and comprehension. The paper is divided into clear sections and each section is used effectively to convey target information	
Quality of Information on the topic of the presentation	40%	Unable to find specific details about research questions and hypotheses.	Details about research questions and hypotheses are somewhat sketchy.	Some details about research questions and hypotheses do not support the topic presented by the student.	Supporting details about research questions and hypotheses are specific to topic and provide the necessary information.	
Grammar & Spelling	20%	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	
Instructor's Comments:						

Assignment Score _____

Name of Course Coordinator: ---Abdel Rahman Altakhaineh ----Signature: ----- Date: -----



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Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----